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ABSTRACT

Since 1970, the Migrant Child Teacher and Aide Institute has introduced approximately 175 Arizona teachers and 50 aides to new curriculum concepts in the areas of oral language development, reading, and individualized instruction. Jointly selected by the building principal, school superintendent, and the State Director of Migrant Education, participants then return in the fall and implement many of the recommended changes by training other teachers, creating demonstration classrooms, recommending specific instructional materials, and aides serving in instructional capacities. At the end, teachers are asked to evaluate the overall three-week institute on the basis of location and facilities, workshop content, consultants, general comments, and pre-post self-rating scale. Aides are asked to evaluate each consultant, what they felt was the most enjoyable feature of the Aide Institute, and make suggestions for the following year. This annual report presents the reactions of the participants during 1975. Overall their reactions were very favorable. The report also includes: the English and Spanish language structures used in the Oral Language Evaluation; the curriculum guide series used in Gallup, New Mexico; the scope and sequence chart used in the reading component; the Institute certificate; and a listing of past and present participants.

(N1)

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ARIZONA'S 6th ANNUAL MIGRANT CHILD TEACHER INSTITUTE



U.S. DEPARTMENT OF HEALTH,
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Oral Language

Developmental Reading

Computations

Individualized Instruction

2

CAROLYN WARNER, SUPERINTENDENT
ARIZONA DEPARTMENT OF EDUCATION

June 9 - June 27, 1975

RC 009 121

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**ARIZONA'S SIXTH ANNUAL
MIGRANT CHILD TEACHER AND AIDE INSTITUTE
1975**

**Carolyn Warner, Superintendent
Arizona Department of Education**

**SIXTH ANNUAL
MIGRANT CHILD TEACHER AND AIDE INSTITUTE**

RDG 594 Workshop: Migrant Education Institute—Teachers
Three Weeks, Three Hours Graduate Credit
ASU, Tempe, Arizona

RDG 494 Workshop: Migrant Education Institute—Aides
Two Weeks, Two Hours Undergraduate Credit
ASU, Tempe, Arizona

Sponsored by: Carolyn Warner, Superintendent
Arizona Department of Education

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Director of Migrant Child Education
Arizona Department of Education

Administrative Consultants: Mr. Donald Brink
Mr. Gilbert Garcia
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Program Director: Dr. Nicholas J. Silvaroli
Director of Reading Education
Arizona State University



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Arizona Department of Education



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Arizona Department of Education



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Arizona State University

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PREVIOUS PARTICIPANTS—TEACHERS/ADMINISTRATORS

ARLINGTON

William Hightower 1970
Hallie Montgomery 1970

AVONDALE

Doris Rhodes 1972
Edward Burns 1972
Donna Heinrichs 1972
Diana King 1973
Ellen Woods 1973
Mollie Belcher 1974
Glenda Vetter 1974

BUCKEYE

Sheri Lynn Towner 1973

COOLIDGE

Charles Worden 1970
Suzanne Beecroft 1971
Danette M. Breeden 1971
Carolyn Morley 1971
Joan Williams 1971
Dorothy Sipes 1972
Jill Pitman 1972
Stevens Burns 1973
Doris Conrad 1973
Alice Wells 1973

CROCKETT SCHOOL

Edward Jimenez 1970

DATELAND

Marsha McCallister 1970
Robert Sloncen 1971
Janet Sue Siercks 1972
Genevieve Lambe 1973
Robert Lawson 1974

DYSART

Helen Clark 1970
Laura DeWitt 1970
Marlyn JoAnn Cupell 1972
William Cole 1972
Cayetano Acosta 1973
Patricia Davenport 1973
Dorothy Nichols 1973
Robert Flores 1974

ELEVEN MILE CORNER

Bernece Wildermuth 1970
Susan Galloway 1971
John Hubeler 1974

ELOY

Marrianna Hinton 1971
Creta Brown 1972
Andy Suson 1972
Patricia Suson 1972
Janette Dean 1973
Ann Duffy 1973
Shirley Mundell 1973
William Johnston 1974
Scott Mundell 1974

FLORENCE

Mildred Cooper 1970
Aurelia Padilla 1970
Joan Goar 1971
Betty Hanna 1971
Mildred Ronnerud 1972
Kevin Hooton 1973
Dena Martin 1973
Delores Lewis 1974
Linda Jeanne Morrison 1974

GADSDEN

Jack Steiert 1970
Sue Steiert 1970
Dorothy Pillsbury 1971

GLENDALE

Vangie Munoz 1972
Betty Jean Easley 1973

GUADALUPE

Virginia Porter 1970
Marcella Kuamoo 1973

HARQUAHALA VALLEY

Lois Watts 1971

LITCHFIELD

Barbara Nelson 1971
Nancy Ostergren 1971
Martha Flores 1973

LITTLETON

Claudette Manzo	1970
Joyce Moody	1970
Marsha Fetzer	1972
Marilyn Jean Jones	1972
Maye Phillips	1974

MARICOPA

Mary Jean Sandweg	1972
Linda Green	1973
Johnnie Myers	1974
Margaret Templeton	1974
Lynette Worley	1974

MOHAWK VALLEY

Andrew J. Dail, III	1971
Margaret Wootton	1971
Joyce Seriale	1972
Gilbert Bowman	1973
Shirley Bowman	1973
Shirley Dail	1974

NOGALES

Lavon Dillon	1973
Thomas Ralls	1974

PARKER

Louann Dierschow	1971
Vera White	1972

PENDERGAST

Eleanor Hill	1974
Rorie-Jan Measure	1974

SOMERTON

Roberta Crowder	1970
Ronald Harlow	1970
Armida Madril	1970
Leah Slaughter	1970
Lydia Swengel	1970
Marian Bishop	1971
Margaret Faulkner	1971
Henry Hernandez	1971
JoAnn Moorhead	1971
Deanna Noriega	1972
Herbert Kilgore	1972
Claudia Mellon	1972
Ann Sullivan	1972
Spurgeon Wesner	1973

STANFIELD

Kay Ann Collins	1970
Raymond Corona	1970
Dorothea Balzer	1971
Laura Trujillo	1971
Linda Kay McHenry	1972
Velma Walker	1973
Pamela Kunz	1974
Brenda Mason	1974

TEMPE

Mary Louise Figueroa	1971
Jacklyn Kentera	1971
Deidra Rambo	1971
Florence Womack	1971
DyAnne Shultz	1972
Sharyn Buddenhagen	1972
Betty Jo Benton	1974

TOLLESON

Virginia McNeel	1970
Alma Gutierrez	1971
E. Lorane Carter	1974
Rojelio Sainz	1974
Sandra Steffens	1974

UNDERDOWN JUNIOR HIGH

Dorothea Cubler	1974
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WELLTON

Mario Seriale	1970
Agnes Farnsworth	1972
Josie Herndon	1973
Jennie Permar	1973
Orlando B. Merrill	1974

WILLCOX

Louise Sheehan	1970
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WILSON

Lidia Ruiz	1970
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AVONDALE

Vicky Camacho 1974

Connie Cooper 1974

BUCKEYE

Margie Salcido 1974

JoAnn Anderson 1974

DATLAND

Irene Amavisca 1974

Felicitas Rodriguez 1974

DYSART

Carmen Flores 1974

Esperanza White 1974

FLORENCE

Edilia Vega 1974

Earlene Ruiz 1974

Barbara Ramon 1974

HARQUAHALA VALLEY

Rodean Cameron 1974

LITTLETON

Edna West 1974

Wilma Holt 1974

MARICOPA

Corinne Romo 1974

Charlene Ashby 1974

MOHAWK VALLEY

Henrietta Ruiz 1974

PARKER

Rosie Mayfield 1974

Florene Parks 1974

PEORIA

Eloisa Brown 1974

Pam Roehrman 1974

SOMERTON

Ygnacia Blanco 1974

Carmen Rico 1974

STANFIELD

Elgy Mae Connelley 1974

Sandra Campbell 1974

TOLLESON

Jane Gonzales 1974

WELLTON

Raquel Ruiz 1974

Ramona Salcido 1974

VISITING SCHOOL ADMINISTRATORS

Name	School District	Position
Jack Aldridge	Hyder	District Principal
Don Wagner	Buckeye No. 33	Superintendent
S. W. Wesner	Somerton No. 11	Principal
Curtis Mecom	Maricopa No. 20	Principal
Joe Abdai	Tolleson High School	Associate Principal
Jane Gonzales	Tolleson High School	Record Transfer Clerk
Ricardo C. Cortez	Eloy Elementary No. 11	Project Director
Andrew J. Dail	Mohawk Valley	Superintendent
Shirley Hoffman	Antelope Union H. S.	Program Director
Dr. Tom Caldwell	Antelope Union H. S.	Superintendent
Josie Herndon	Wellton Elementary	Program Director
Tom Ralls	Nogales	Principal
Ruben Perez	Yuma No. 1	Principal
Jim Roth	Coolidge	Superintendent
Don L. Brown	Yuma No. 1	Administrative Assistant
Mary O'Brien	Pinal County	Superintendent
M. D. Geraghty	Stanfield	Superintendent
Dora E. McGrew	Dysart	Migrant Program Coordinator
Dr. Frances Amabisca	Avondale Elementary	Principal
Myrtle L. Gutierrez	Littleton Elementary	Migrant Coordinator
Quentin Aycock	Littleton	Superintendent
Wendell Freeze	Yuma Union H.S.	Project Coordinator
Dr. Paul Plath	Yuma Union H.S.	Superintendent
R. O. Hawthorne	Chinle No. 24	Title I Director
Gene D. Moffett	Casa Grande	Educational Services
Robert M. Fain	Picacho	Superintendent
Kitty Long	Picacho	Migrant Coordinator
Belen Moreno	Avondale	Project Director
Sandra Iverson	Maricopa	Project Coordinator
James N. Deaton	Willcox	Administrative Assistant

INTRODUCTION

The Migrant Institute has developed its curriculum around the following areas:

ORAL LANGUAGE DEVELOPMENT READING INDIVIDUALIZED INSTRUCTION

Each teacher and aide was jointly selected by the building principal, school superintendent, and the State Director of Migrant Education. The principal or superintendent recommends the institute participant because he believes that this person will return in the fall and implement many of the recommended changes. Such implementation might take the form of teachers training other teachers, creating demonstration classrooms, recommending specific instructional materials, and aides serving in an instructional capacity. In any case, it is believed that each participant will attempt changes in his instructional situation.

The Migrant Summer Institute has been offered since 1970. Approximately 175 Arizona teachers and 50 aides have been introduced to new curriculum concepts in the areas mentioned above.

Since 1971, the Migrant Child Division has sponsored a companion project called the Arizona Migrant Child Education Laboratory (AMCEL). This project provides consultants in oral language, reading, and individualized instruction to work with institute participants during the academic year. In addition, in the fall, AMCEL provides a follow-up workshop for all institute participants which affords them the opportunity to share their instructional practices. It is hoped that these coordinated programs will bring about significant changes in the curriculum of migrant children.

PROGRAM

ORAL LANGUAGE DEVELOPMENT

Migrant education has made excellent progress in the oral language development of migrant children.

There are several well-developed English as a Second Language programs in use throughout the United States. This Institute had an opportunity to reproduce and use the Region One Curriculum Kit (ROCK) developed under the direction of Mr. A. R. Ramirez, Region I, Education Service Center, Edinburg, Texas.

The ROCK program is based on lessons written under a USOE grant (1965-1968) to UCLA and the California State Department of Education. In 1967, another grant enabled the Region I Education Service Center to begin a curriculum revision which led to the development of the ROCK materials in their present form.

Each institute participant received the ROCK manual, related activities, pictures and pattern prints. Participants were taught ESL techniques and specific relationships between these techniques and the ROCK materials.

The essential concept stressed during this component of the Institute was that the ability to listen and speak in English *must* precede instruction in writing and reading English.

Lectures on oral language structure, videotape presentations of ESL lessons in action, the complete review of ROCK materials and actual practice sessions using ESL techniques were distributed to each participant with a minimum understanding of how to implement an ESL program in his school.

One of the key problems in the field of English as a Second Language has been that of finding a realistic method for evaluating pupil growth in oral language. This Institute presented and trained participants to use the Oral Language Evaluation (OLE) test published by Dave Lewis Associates, Inc., 7801 Old Branch Avenue, Clinton, Maryland 20730.

One of the OLE evaluation procedures (Part I) enables teachers to identify those children who need training in oral English. The other OLE procedure (Part II) enables teachers to evaluate the extent to which children are able to orally produce basic sentence structures in English or Spanish (see Appendix A for descriptions of these minimum English and Spanish structures).

READING

The reading component of the Institute was based on several key assumptions:

1. The role of the classroom teacher is the primary factor in overall instructional reading programs. Reading methods should receive only secondary considerations.
2. Each classroom teacher must understand and demonstrate specific abilities in: basic word recognition skills (phonics), comprehension development, evaluation techniques, grouping practices, and the instructional objectives of various reading methods.
3. Each teacher must be able to carefully select appropriate instructional materials and select specific lessons from these materials. In short, the teacher must be able to make instructional decisions.
4. Covering the entire reading program (book) at any grade level is an unrealistic practice.
5. Each building administrator must function in the role of instructional leader, with all that the term implies, rather than the limited role of instructional manager.

Through a series of lectures, tests, informal demonstrations, and videotapes, each participant was required to learn specific skills and procedures in the following areas:

Word Recognition
Comprehension
Evaluation
Reading Methods

Participants learned to apply the process of word recognition. The process of word recognition requires the learner to hold the total printed word in mind while simultaneously analyzing or decoding specific clusters of sound elements within the printed word. All of our instruction in the consonant, vowel, and syllable area should train the learner to acquire the essential word recognition process.

The traditional approaches used in teaching comprehension, i.e., lessons in finding main ideas, related details, etc., assume that the learner has a considerable understanding of the

underlying thinking processes. Participants were given specific training in instructional procedures which train the learner to recognize the processes involved in comprehension.

All participants can administer and score the Classroom Reading Inventory.¹ This informal reading test enables the teacher to identify specific word recognition errors and to establish a realistic independent and instructional reading level for the person tested.

INDIVIDUALIZED INSTRUCTION

It is unrealistic to discuss reading approaches or methods without discussing the types of classroom environments which are conducive to these reading approaches or methods. The model below presents two types of classrooms—prestructured and emerging. The Institute stressed that individualized instruction in reading, or any subject area, requires an emerging classroom environment.

The model below describes two basic classroom environments:²

	Prestructured T-s	Emerging T s
Curriculum:	Textbook	Interest-experience of teachers and students.
Evaluation:	Report card based on total group.	Parent conferences based on individual performance.
Teaching Style:	Lecture, whole group oriented.	Conference, small group, individual.
Expected Pupil Academic Behavior:	Dependent	Independent
Levels of Learning:	Cognitive Psychomotor	Affective Cognitive Psychomotor

T – Teacher; s – student

During the first week of the Institute, each participant spent some time each morning observing and working in classrooms at the Somerton School. Each afternoon was spent in discussing the following main components of individualized instruction:

Room Organization
Unit Themes and Committee Activities
Individual Conferences with Record Keeping

¹ N. J. Silvaroli, *Classroom Reading Inventory*, 2nd Edition, William C. Brown Publishing Company, 1974.

² N. J. Silvaroli and W. H. Wheelock, *Teaching Reading: A Decision-Making Process*, Kendall-Hunt Publishing Company, 1975, Chapter 9.

The main concerns under the heading Room Organization consist of establishing various realistic interest-work centers in each classroom or resource area. These interest-work centers are likely to consist of an art area (paper, magazines for cutting, etc.); an audiovisual area (filmstrips, records, headset for listening, etc.); a library area (paperbacks, hardcover books, etc.); a general project area (reference materials, mural making, etc.); and so forth, depending on teacher-pupil interest.

The other concern under this heading was helping teachers understand that children need to be taught to use these areas independently and to learn to assume full responsibility while working in their various areas.

Unit Themes and Committee Activities are designed to build upon the interests of teachers and children. They are also designed to provide general curriculum content expectations for respective age and grade levels. For example, if a sixth grade is expected to introduce Europe, the unit approach might select one country or several representative countries (depending on teacher-pupil interest) and develop, in-depth, this content area for several weeks. This greatly expands the traditional textbook approach; that is, reading several pages, briefly discussing the content introduced, and then answering questions at the end of the selection read.

The real value of individualized instruction is that it provides flexibility in curriculum practices. The non-English speaking child is able to base his activities on speaking and listening, at the same time that the native English speaker can base his activities on reading and writing. In short, all learning approaches are available to children in an individualized classroom. Our present practices tend to allow only for reading and writing teaching-learning activities.

We hope to publish the 16 instructional resource units which were prepared by participants in this and previous institutes. (Contact the Migrant Child Division for copies.)

The final component of this curriculum approach is the Individual Conferences with Record Keeping. The individual conference (teacher to pupil or teacher to small group) and teacher-made records of the events taking place during the conference is by far the most important component.

As the children develop a reasonable level of independence with unit activities and the ability to function in interest centers, the teacher then has the opportunity to schedule conferences to guide the children in their learning processes. Since the activities of the conference are based on the learning needs, background, and interest of each child, one can readily understand how this overall approach can apply to the wide range of children attending schools which qualify for assistance under the Migrant Education Act.

Individualized instruction requires a significant change in behavior on the part of all concerned with the school program. Parents, children, and the total community served by the school will need to be helped to understand this major curriculum change. The concept of individualized instruction is not new or innovative; educators have been talking about this since the early thirties. This Institute hopes to accomplish implementation of the idea into each participant's classroom and eventually the total school program.

EVALUATION

The staff in the Migrant Child Education Division of the Arizona Department of Education wishes to express appreciation to Dr. Warren Wheelock for the generous use of his time and effort in the preparation of this evaluation report.

Teachers were asked to evaluate the overall three-week institute on the basis of the following five main areas:

- 1.0 Location and Facilities
- 2.0 Workshop Content
- 3.0 Consultants
- 4.0 General Comments
- 5.0 Pre-Post Self-Rating Scale

Their written reactions, percentages for each subcategory, and specific recommendations begin on page 6 of this report.

Aides were asked to evaluate each consultant, what they perceived as the most enjoyable feature of the Aide Institute, and make suggestions for next year. Their reactions begin on page 10 of this report.

SIXTH ANNUAL MIGRANT CHILD TEACHER INSTITUTE
TEACHER EVALUATION
(N=25)

1.0 Location and Facilities

	continue	change
1.1 One week in Somerton	22	1
1.2 Two weeks at ASU	19	4
1.3 Last week in Somerton	21	2
	adequate	not adequate
1.4 Rooms for Workshop meetings	19	4
1.5 Daily time schedule	7	6
Other (Comments)		

- Unit should have been started at ASU to allow more time for observation at Somerton.
- Some days the afternoon session was too lengthy—especially when a member of the State Department served as "overseer."
- Have a corner in the Somerton library supplied with felt pens, paper, etc., so we can make up the ideas we see here before we forget. At ASU, run until 3:00; 4:00 is too long to stay for those who have long drives home. Also, I suggest that the art teacher and home economics teacher give the teachers a short demonstration to the total group. The teacher was willing to do this for us. She said she would rather have us actually make the crafts so we could ask her questions as we went along. Have a place at Somerton where we can take the child to test him on OLE and CRI.
- Would like to have started the unit the first week at ASU. This would allow more time for classroom observation at Somerton and also allow more time for preparation of the unit.
- 1.4—possibly a place to test children. 1.5—need a quick meeting in the morning to let us see what is going on that day. If there is so much to see at Somerton, why do we spend so much time (4 to 5 hours) pounding out a unit when we could be observing. A possibility of having teacher teach a little in one day.
- Need to start units at ASU.
- Time and materials (tagboard, construction paper, scissors, etc.) should be allowed for making some interest centers here so we can have them ready to use when we start school—teachers are more apt to use these materials when they are made on the spot. Or a list could be sent out with preworkshop information of optional items to bring; e.g., scissors, glue, construction paper, writing paper.
- One week at ASU, one week at Somerton.
- More materials (paper, marking pens, etc.) available in one room for our use without chasing help on supplies.
- The week at Somerton was excellent. The school was so organized and the teacher aides and library staff were most helpful. I learned much from the music and art teachers.
- Two weeks is too long to sit all day.
- A daily schedule of activities at Somerton would be beneficial. Could be the responsibility of the group.

2.0 Workshop Content

	helpful	not helpful
2.1 Basic teacher skills—reading	20	3
2.2 Basic teacher skills—oral language	22	1
2.3 OLE	23	0
2.4 Classroom Reading Inventory	21	2
2.5 Interest centers	20	3
2.6 Units/Themes	14	9
2.7 Individual conferences with record keeping	18	4
2.8 Math	21	2
2.9 Teacher aide utilization	6	11
Other (Comment)		

- In regard to content, I would like to have the art instructor and home economics instructor work up various projects and conduct a workshop whereby they actually instruct teachers how to do various projects.
- Not enough actual hints for use of aides. Not practical enough. The activities the following day were not that relevant to aide utilization.
- Teacher aide utilization not given—merely hinted at by consultant. I feel much more is needed. Specific suggestions for aide activities and training units, if deemed necessary and helpful, should be started at ASU. Goals and objectives could be formulated, then resources gathered at Somerton.
- More time on the centers set up for us. We needed about 30 minutes in each one instead of 20 minutes. We were never given working ideas on this topic. I would have liked an opportunity to meet different migrant coordinators to get ideas and suggestions from them on what they felt was successful.
- Got many ideas at Somerton. Perhaps we could get a list of recommended books for us for references such as the one Dr. Wheelock had called *Learning Centers*.
- Teacher aide utilization not adequately covered, not enough hints on utilization of aides.
- Need more interest centers and unit construction making. Teacher aide utilization would have been helpful if it was actually in the institute. I felt nothing really was done on this point. A little talking around, but it never was actually to the point.
- Would liked to have seen several good demonstrations of ROCK kit.
- I think more instruction should be given in administration of OLE, CRI, and writing a unit before arriving in Somerton.
- There should have been more emphasis on oral language.
- More emphasis should be made with regard to teacher aide utilization.
- Teacher aide utilization—cheerleading???
- Need more on interest centers.

- We needed more time to work on the unit, or I would have liked a deadline set for about noon on Tuesday.
- Teacher aide utilization is important to me because I have had a hard time getting along with them or utilizing them.
- I think more *teacher-directed* instruction should be given in developing units.
- Begin units first week of institute in order that groups may do a better job in producing functional units.

3.0 Consultants

	5 (high)	4	3	2	1 (low)
3.1 Dr. Wheelock (individualized instruction)	3	4	8	2	6
3.2 Dr. Jacobs (clinical reading)	0	5	10	2	6
3.3 Dr. Searfoss (reading)	9	9	3	0	2
3.4 Dr. Bitter (math)	19	2	1	0	0
3.5 Dr. Barkin (teacher aide)	5	3	2	3	11
3.6 Dr. Dishner (reading)	11	9	2	0	1
3.7 Mrs. McGrew (oral language)	4	4	8	2	3
3.8 Southwest Development Laboratory	0	1	3	3	12
3.9 Dr. Silvaroli (director)	11	5	1	0	0

4.0 General

	continue	change
4.1 Special program for teacher aides	19	2
4.2 Social activities	14	3

- Perhaps a hostess at the cocktail party would have allowed a more friendly atmosphere. Some teachers and others made comments on not knowing names of many people present. Some of the activities were "groupish," leaving some feeling vague about the unknown.
- A hostess at the cocktail party would be nice to have to introduce people to one another. Teachers at Somerton felt they were not well enough informed of social events.
- I would like to be able to work with the aides. (My aides also wished they'd been able to work with teachers.) I got into a workshop the aides had and enjoyed it very much.
- Would have liked to have been informed on different night spots, etc.
- Banquet very good—inexpensive and fun.
- Hostess from Somerton did an excellent job!
- Banquet at Hotel Internacional—cool, comfortable, and spacious.

5.0 Rate yourself on your knowledge and ability before (pre) and after (post) the Summer Institute.

	Pre-Institute			Post-institute		
	3 (high)	2	1 (low)	3 (high)	2	1 (low)
5.1 Knowledge of word recognition skills	10	6	7	18	3	2
5.2 Knowledge of comprehension skills	5	11	7	15	6	2
5.3 Ability to administer OLE test	2	4	17	16	6	1
5.4 Ability to administer Classroom Reading Inventory (CRI)	4	12	7	17	5	1
5.5 Understanding of emerging classroom	3	13	7	16	6	1
5.6 Ability to develop a unit	7	9	7	14	7	2
5.7 General understanding of migrant education at state level	5	9	9	11	11	1
Other (Comment on any area of professional improvement)						

- As far as professional improvement, I have learned much about working with others. I have absorbed many ideas (two workable), and I am happy to have been a participant.
- I learned so much from talking and interacting with the other teachers. This is where I got many workable ideas. I appreciate the honor of being able to attend the workshop and to learn from the other teachers and professors.
- As reported—we needed more time for units.
- It was a great experience, and I'm going to try some of the ideas I've acquired in this Institute. Dr. Silvaroli, I wish more teachers had the opportunity to hear you because you have some good things to say to us. You have certainly inspired me, even though you have been cranky at times.

SECOND ANNUAL TEACHER AIDE INSTITUTE AIDE EVALUATION

I. Rate the following consultants:

	low 1	2	average 3	4	high 5
A. OLE presentation, Dr. Silvaroli	0	0	5	3	20
B. Primary grades, Mrs. Crowder	0	3	8	11	7
C. Intermediate grades, Mrs. Hills	0	1	1	7	18
D. Audiovisual, Mr. Belous	1	3	7	10	6
E. Hand calculator, Mr. Nelson	0	0	2	1	26
F. E.S.L., Mrs. Chrzan	4	4	7	10	3
G. Coordination, Mr. Brunstein	0	0	1	0	27

II. What was the most enjoyable feature of this year's institute?

- Mrs. Hill's presentation was presented very well. Mr. Nelson's calculator class was very well presented, as was Mr. Brunstein's interest in the furthering of aide education.
- I have my notes to take home and share with other teacher aides, and I have learned a lot while I was here. Thank you very much. The teachers are really involved with the students, and they really want to teach them and help them all they can.
- I loved the way all the students here played. They played very well together. Also, I loved all the pointers that the classroom visitation gave me, and the pointers that I received from the meetings.
- School coordination and audiovisual.
- I'll have to choose two, not one, as I felt Mrs. Hill's and Mr. Nelson's sessions were both equally well presented, and I gained more knowledge from the two of them of things to do with children.
- Mrs. Hill's presentation was exactly what an aide can use in bulletin boards and tutoring migrant children. The hand calculator, presented by Mr. Nelson, was a great new concept in math. ESL by Mrs. Chrzan presented us with a reference booklet which will aid and assist us in helping ESL students.
- Going to the classrooms and observing the teachers. Also the calculators.
- Mr. Brunstein's presentation concerning teacher aides.

III. What suggestions do you have for future programs?

- More classroom orientation. Other than this, I think that this Institute was very interesting.
- More class visitation—I didn't have enough time. To get more observation or to sit down with the kids and talk to them for awhile. For this week that I was here, it was just great.

- More class visitation.
- More aide participation.
- More time in the classrooms, maybe with a schedule provided of what each teacher is working with and what time they are in the classroom. A map of classroom locations.
- On the first day of the workshop, I feel everyone should have a guided tour of classrooms, and classrooms should have teachers' names and type of unit they are presenting.
- That the aides get more time to observe the classroom.
- I would like to see the aides spend more time visiting classrooms and observing the children.
- The five days went by so fast, and I enjoyed every minute of it. There were so many other things we could have covered, but with the time limit, it was impossible.
- I think Mrs. Chrzan was good, but, like I said, made it sound easy. I'd like more detailed information; more A.V. kinds of equipment. Too much concentration on tapes, cassettes, and recorders.
- A teacher who would explain the ESL program better.
- More programs with class participation in working with and teaching children that do not understand or speak English!
- I would like to spend a little more time with the teachers next time. Also, some time working with the children.
- Future programs would do well to have more classroom visitation time.
- More involvement in the classroom. I would have liked to give an OLE test. More ideas for different games in reading, math, and language.
- A group sharing time for the aides to discuss things that work for them and share more ideas with each other. Less lecture and more visiting time in rooms getting more involved in the classroom. Identification of rooms by grade level so we can tell each grade level.
- Perhaps more ditto sheets to follow the speaker would be helpful. Notes are fine, but if a speaker can outline, it is much easier to follow and remember when you refer to it later.
- To observe the classroom a little bit more and to have more workshops with new ideas and not so much lecture. This year's workshop was really nice, and I enjoyed it very much.
- We should be given more dittos on the areas in question.
- Give the aides more time to observe the classrooms.
- Maybe aides could have more input in administering tests and evaluations. More input in classrooms—maybe working with another teacher with a group of children at least one or two mornings.

APPENDIX A

ORAL LANGUAGE DEVELOPMENT

**Oral Language Evaluation — OLE[']
Oral Language Structure**

p. 12 blank

ENGLISH LANGUAGE STRUCTURES USED IN THE OLÉ

The common language structures below include: two simple patterns, one simple-complex pattern, two complex patterns, moveables, and two types of connectors.

	Language Structures	Language Usage Examples
Simple	S-V (Subject-Verb)	"The girl ran."
	S-V-O (Subject-Verb-Object)	"The boy opened the door."
Simple-Complex	S-V-C (Subject-Verb-Complement)	"The boy is sad." or "Onions are vegetables."
	NOTE: This simple-complex language structure has two types of common usage. In the example: the boy is sad, <u>sad</u> describes the boy. In the example: onions are vegetables, onions are a sub-set of vegetables. The words sad and vegetables complement their subjects differently but both are common examples.	
Complex	E-V-S (Expletive-Verb-Subject)	"There is the boy" or "This is a car."
	S-V-IO-O (Subject-Verb-Indirect Object-Object)	"The boy gave him the candy."
Moveables	<u>Moveables</u> are single words or phrases which are placed in language structures in such a manner as to extend or refine the meaning of the language structure. The simple-complex structure (S-V-C), "The boy is my brother" can be extended with the addition of a moveable "The boy, under the tree, is my brother." Moveables are usually words which tell: (when) The farmer came <u>early</u>. (where) The man took his son <u>to the park</u>. (why) The girl won <u>because she ran</u>. (how) The boy is riding <u>fast</u>.	

Connectors are words which join or connect ideas.

Type I (A type one connector is present when either the word "and" or "but" are used).

Type II (A type two connector is present when such words as "if," "so," "or," "because," "since," "until," etc., are used).

NOTE: Type I and Type II connectors must actually connect language structures. For example, "The boys played football until it began to rain." Young children use "and" or "but" in a somewhat misleading manner. They tend to use the words "and" or "but" to run ideas together rather than actually connect ideas. For example: "I played ball and went to the store and came home but didn't take a nap --."

The decision to count "and" or "but" as connectors when they are used to "run ideas" rather than connecting language structure is up to the examiner. However, we recommend that connectors be counted when they actually connect language structures.

SPANISH LANGUAGE STRUCTURES USED IN THE OLÉ

The common language structures below include: two simple patterns, one simple-complex pattern, two complex patterns, moveables, and two types of connectors.

	Language Structures	Language Usage Examples
Simple	S-V (Subject-Verb)	"La muchacha corrió."
	S-V-O (Subject-Verb-Object)	"El muchacho abrió la puerta."
Simple-Complex	S-V-C (Subject-Verb-Complement)	"El muchacho está triste." "La cebolla es verdura."
	NOTE: This simple-complex language structure has two types of common usage. In the example: el muchacho está triste, triste <u>describes</u> muchacho. In the example: la cebolla es verdura, cebolla is a sub-set of verdura. The words triste and verdura compliment their subjects differently but both are common examples.	
Complex	E-V-S (Expletive-Verb-Subject)	"Allí está el niño" or "Este es un carro."
	S-IO-V-O (Subject-Indirect Object-Verb-Object)	"El niño le da la pelota."
	S-V-IO-O (Subject-Verb-Indirect Object-Object)	"El niño quiere darle la pelota."
Moveables	<u>Moveables</u> are single words or phrases which are placed in language structures in such a manner as to extend or refine the meaning of the language structure. The simple-complex structure (S-V-C), "El muchacho es mi hermano" can be extended with the addition of a moveable "El muchacho que llegó tarde es mi hermano." Moveables are usually words which tell: (when) El hombre llegó <u>temprano</u>. (where) El padre llevó a su hijo <u>al parque</u>. (why) El caballo ganó <u>porque corrió</u>. (how) El muchacho anda <u>rapidamente</u>.	

Connectors are words which join or connect ideas.

Type I (A type I connector is present when either the word "y," "pero," or "luego" are used).

Type II (A type II connector is present when such words as "si," "así es que," "y," "porque," "ya que," "hasta que," etc., are used).

NOTE: Type I and Type II connectors must actually connect language structures. For example: Los muchachos jugaron al fútbol hasta que empezó a llover. Young children use "y," "luego," or "pero" in a somewhat misleading manner. They tend to use these two words to run ideas together rather than actually connect ideas. For example: "Jugué a la pelota luego fui a la tienda luego me vine a la casa pero no descansé---."

The decision to count "y," "pero," or "luego" as connectors when they are used to "run ideas" rather than connecting language structure is up to the examiner. However, we recommend that connectors be counted when they actually connect language structures.

APPENDIX B
GALLUP CURRICULUM GUIDE
(Oral Language)

CURRICULUM GUIDE SERIES
Gallup, New Mexico

LESSON 1:

Good morning.
Good afternoon.
Hello.
Hi.

LESSON 2:

What is your name?
My name is _____.
What is your (father's, mother's) name?
My (father's, mother's) name is _____.
I have no (father, mother).

LESSON 3:

What is your (brother's, sister's) name?
My (brother's, sister's) name is _____.

LESSON 4:

What is the baby's name?
The baby's name is _____.
What is your big (brother's, sister's) name?
What is your little (brother's, sister's) name?
My (big, little) (brother's, sister's) name is _____.

LESSON 5:

What is this?
That is a (school item).

LESSON 6:

Is this a _____?
Yes, it is.
No, it is not.
What is that?

LESSON 7:

What is this?
This is a _____.
That is a _____.
Is this a _____?
Yes, it is.
No, it is not.
What is that?
This is my _____.

LESSON 8:

Where do you live?
I live (in, at, near) _____.
(He, She, Mary) lives (in, at, near) _____.
Where does (he, she, Mary) live?

LESSON 9:

How old are you?
I am _____ years old.
How old is (he, she, name)?
(He, She, Mary) is _____ years old.

LESSON 10:

Is (he, she) _____ years old?
Yes, (he, she) is _____ years old.
No, (he, she) is not _____ years old.
(He, She) is _____ years old.
Are you _____ years old?
Yes, I am.
No, I am not.

LESSON 11:

What grade are you in?
I am in the first grade.
What grade is (he, she) in?
(He, She) is in the first grade.
Is (he, she) in the first grade?
Yes, (he, she) is.
No, (he, she) is not.

LESSON 12:

I go to school at _____.
Where do you go to school?
Where does (he, she) go to school?
(He, She) goes to school at _____.

LESSON 13:

What is your teacher's name?
My teacher's name is _____.
Who is the teacher?
(Mr., Mrs., Miss) _____ is the principal.

LESSON 14:

Who is (the, a) (custodian or janitor, cook, bus driver)?
(Mr., Mrs., Miss) _____ is (a, the) (custodian or janitor, cook, bus driver).

LESSON 15:

Who is (he, she)?
(He, She) is the _____.
Is (he, she) (the, a) (occupation)?
Yes, (he, she) is.
No, (he, she) is not.

LESSON 16:

Who is our (teacher, principal)?
(Mr., Mrs., Miss) _____ is our (teacher, principal).
Who is (his, her) (teacher, principal, bus driver)?
(Mr., Mrs., Miss) _____ is (his, her) (teacher, principal, bus driver).

LESSON 17:

Where is (your, our, the) (principal, teacher, bus driver, cook, janitor, secretary)?
Here (he, she) is.
(He, She) is in the (room, hall, office, kitchen, outside).

LESSON 18:

Who is (he, she)?
(He, She) is a (doctor, nurse, policeman,
fireman, trader, missionary, mailman).
Where is the (occupation)?
The _____ is at the (clinic, police station, fire
station, trading post, church, post office).

LESSON 19:

Is (he, she) a _____?
Yes, (he, she) is.
No, (he, she) is not.
(He, She) is a _____
Who is the *occupation*?
(Mr., Mrs., Miss, Dr.) _____ is the
occupation.

LESSON 20:

Where does your father work?
My father works at _____

LESSON 21:

This is a (furniture).
It is a _____

LESSON 22:

Where is (the, my) _____?
The _____ is (in, on) _____

LESSON 23:

I want a _____
Who wants a _____?
I do.
Take it to (name).

LESSON 24:

I am _____ing.
What are you doing?

LESSON 25:

Is (he, she) _____ing?
Yes, (he, she) is.
No, (he, she) is not.
What are (they, we) doing?
What am I doing?
You are _____ing.
They are _____ing.

LESSON 26:

What are you going to do?
What is (he, she) going to do?
I am going to _____
(He, She) is going to _____

LESSON 27:

Where are you going?
I am going to _____

LESSON 28:

What are you making?
I am making a _____

LESSON 29:

Can you make a _____?
Yes, I can.
No, I cannot.
Can you help me?
Please help me.

LESSON 30:

What is (he, she) making?
(He, She) is making a _____
Is (he, she) making a _____?
Yes, (he, she) is.
No, (he, she) is not.

LESSON 31:

What did you make?
I made a _____
What did (he, she) make?
(He, She) made a _____
Did I make a _____?
Yes, you did.
No, you did not.

LESSON 32:

How many do you have?
I have (number).
How many do I have?
You have (number).
Do you have (number)?
Yes, I do.
No, I do not.

LESSON 33:

How many do you have?
I have (number).
How many do I have?
Do you have (number)?

LESSON 34:

I see something.
Guess what it is.
Here it is.

LESSON 35:

Come here.
Go to the (desk).
Where is (he, she) going?
(He, She) is going to the _____

LESSON 36:

Where are you going?
I am going (to bed, to eat, to school). _____

LESSON 37:

Where did you go?
I went to _____
Where did (he, she) go?
(He, She) went to _____

LESSON 38:

Can you write your name?
Yes, I can.
No, I cannot.
Write your name.

LESSON 39:

Can you color your picture?
Can you cut your paper?
Can you wash your face?
Yes, I can.
No, I cannot.

LESSON 40:

Can you find the _____?
Can you get it?
I will get the _____

LESSON 41:

Can the (doll) (walk, run, skip, jump, hop, sit)?
She cannot _____

LESSON 42:

Who can _____?
I can.
I can _____
Can you catch (him, her)?
Can you _____?

LESSON 43:

Are you _____ing?
Yes, I am.
No, I am not.

LESSON 44:

How many are there?
There are _____ toys.
Get _____
How many did you get?
I got _____
I didn't get any.
Give me some.

LESSON 45:

Can you get (number)?
Can you get some?
Get some for me.
Did you get (some, number)?
Yes, I did.
No, I didn't get any.

LESSON 46:

Let's (run, walk, etc.)
We are having fun.
This is fun.
They are having fun.
(He, She) is having fun.

LESSON 47:

I like to _____
_____ing is fun.
A (picnic, party) is fun.

LESSON 48:

Who wants to say something?
I do.
I want to say something.
Say something.

LESSON 49:

I see something (size or color).
Guess what it is.
Is it (a, this) (color or size) (object)?
Is it that (color or size) object?
This (object) is (color or size).

LESSON 50:

What did you say?
I said: I see something (color or size).
Excuse me.
Please speak louder.
What did (he, she) say?
(He, She) said, _____
What did you say?
We said, _____

LESSON 51:

Who can do what I can do?
See what I can do.
I can _____
I can.
Who can do what we can do?
See what we can do?
We can.
We can _____, too.

LESSON 52:

What did (I, you, they, he, she) do?
(I, We, They, He, She) _____ed.

LESSON 53:

Which is (color)?
Which is the (same, different)?
Is this (different, the same)?
Yes, they are.
No, they are the (same, different).
Yes, it is.
No, it is the _____

LESSON 54:

These are _____s.
Those are _____s.
What are (these, those)?

LESSON 55:

These are _____s and those are _____s.
Those are _____s and these are _____s.

LESSON 56:

Are (these, those) _____s?
Yes, they are.
No, they are not.
(These, Those) are _____s.

LESSON 57:

Are (these, those) _____s or _____s?
(These, Those) are _____

LESSON 58:

Are they (boys, girls, children)?
Yes, they are.
No, they are not _____s.
They are _____s.

LESSON 59:

Are they boys or girls?
They are (boys, girls).

LESSON 60:

(These, Those) are for _____.
Who are these for?

LESSON 61:

Are (these, those) for (name, him, her)?
Yes, they are.
No, they are not.

LESSON 62:

What is today?
Today is _____.
What was yesterday?
Yesterday was _____.

LESSON 63:

What will tomorrow be?
Tomorrow will be _____.

LESSON 64:

What was day before yesterday?
Day before yesterday was _____.

LESSON 65:

What is day after tomorrow going to be?
Day after tomorrow will be _____.

LESSON 66:

Where were (you, they, we) yesterday?
I was (at home, at school, in town) yesterday.
(They, We) were at _____ yesterday.
Yesterday (I was) (they, we) were at _____.

LESSON 67:

Where were (you, they, we) day before yesterday?
(We, They, You) were _____ day before yesterday.
(I, He, She) was (in, at) _____ day before yesterday.

LESSON 68:

Was (he, she) at school yesterday?
day before yesterday?
Yes, (he, she) was.
No, (he, she) was not.

LESSON 69:

Were you (at school, at home, in town) (yesterday, day before yesterday)?
No, you were not.
Yes, you were.

LESSON 70:

Were (they, we) at _____ yesterday, day before yesterday?
Yes, (we, they) were.
No, (we, they) were not.

LESSON 71:

Where are you this morning?
I am at school.
I am in my room.
Where will you be this (afternoon, evening)?
I will be at _____.

LESSON 72:

Where were you this morning?
I was at _____.

LESSON 73:

Where were you this afternoon?
I was at _____.

LESSON 74:

Where are you going to be this evening?
I am going to be at _____.

LESSON 75:

Where were you yesterday (morning, afternoon)?
I was at _____ yesterday (morning, afternoon).
Where were you last evening?
I was at _____ last evening.

LESSON 76:

Where is (he, she) this (morning, afternoon, evening)?
Where are (they, we) this (morning, afternoon, evening)?
(He, She) is at _____.
(They, We) are at _____.

LESSON 77:

Where was (he, she) this (morning, afternoon, evening)?
(He, She) was at _____ this (morning, afternoon, evening).
Where were (we, they) this (morning, afternoon, evening)?
(We, They) were at _____ this (morning, afternoon, evening).

LESSON 78:

Where is the book now?
Where was it before?
It is on the desk now.
It was on the table before.

LESSON 79:

It is (by, beside) the (window, door, desk, table).
It is (in, on) _____.

LESSON 80:

Is it (in, on, beside) the _____ now?
Yes, it is.
No, it is not.
Was it (in, on, beside) the _____ before?
Yes, it was.
No, it was not.

LESSON 81:

Where are (you, we, they) now?
(We, They, You) are (in, at, beside) _____.
Where was (he, she) before?
(He, She) was at _____.
Where were (we, they, you) before?
I was at _____.
(We, They, You) were (in, at, beside) _____.
Where is (he, she) now?
(He, She) is _____.

LESSON 82:

Who knows where it is?
I do.
Where is it?
Here it is.
Where was it?
It was (in, at, on, beside) _____.

LESSON 83:

Who knows where (he, she) is?
Who knows where (we, they) are?
I do.
(He, She) is _____.
(We, They) are _____.

LESSON 84:

Whose is (it, this)?
It is (mine, his, hers, yours).

LESSON 85:

Is it (mine, his, hers, yours)?
Yes, it is.
No, it is not.

LESSON 86:

Is this (possessive pronoun)?
Is that (possessive pronoun)?
Yes, it is.
No, it is not.

LESSON 87:

Is this his or hers?
Is this yours or mine?
That is hers.
This is yours.

LESSON 88:

Why are you late?
Because I missed the bus.
Because I (slept late, got up late).

LESSON 89:

Why were you absent yesterday?
Because I was (sick, herding sheep, in town, babysitting).
Because I missed the bus.

LESSON 90:

Why do plants grow?
Because they have (soil, water, sunlight).

LESSON 91:

Why does the ball bounce?
Because it is filled with air.
Because it is rubber.

LESSON 92:

Why does the ball roll?
Because it is round.

LESSON 93:

What do you like?
I like (food).

LESSON 94:

What do you like to (do, eat)?
I like to eat (breakfast, lunch, supper).
I like to (herd sheep, rake leaves, water plants, water stock, hang out clothes, chop wood, etc.).

LESSON 95:

Do you like to _____?
Yes, I do.
No, I do not.

LESSON 96:

What do you like better?
Do you like _____ or _____ better?
I like _____ better.

LESSON 97:

Review

LESSON 98:

What do you like to eat best?
What do you like to do best?
I like to eat _____ best.
I like to *play* best.

LESSON 99:

What do you want?
(I, We, They) want _____.

LESSON 100:

What does (he, she) want?
(He, She) wants _____.

LESSON 101:

Does (he, she) want (a, an) _____?
Yes, (he, she) does.
No, (he, she) does not.

LESSON 102:

What do they want?
(We, They) want _____.
Do (they, we) want _____?
No, (we, they, I) do not want _____.

LESSON 103:

What did (he, she, they) want?
(He, She, They) wanted _____.

LESSON 104:

Did (he, she, they, we, I) want a _____?
Yes, (he, she, they, we, I) did.
No, (he, she, they, we, I) did not.

LESSON 105:

What do (you, I, we, they) have?
(You, I, We, They) have _____

LESSON 106:

What does (he, she) have?
(He, She) has (_____ some _____).

LESSON 107:

Do you have _____?
Yes, I do.
No, I do not.

LESSON 108:

Does (he, she) have _____?
Yes, (he, she) does.
No, (he, she) does not.

LESSON 109:

What else do you have?
I have (some, a) _____.
What else does (he, she) have?
(He, She) has _____

LESSON 110:

Why do you have (a _____ an _____, _____)?
Because (you, she, he) gave them to me.
Because I (found it, bought it, made it).

LESSON 111:

Don't you have a pencil?
No, I don't.
Yes, I do.

LESSON 112:

Why don't you have a _____?
Because I gave it to _____.
Because I lost it.
Because I didn't get one.

LESSON 113:

What do you need?
I need (a _____ some _____).

LESSON 114:

What does (he, she) need?
(He, She) needs (a _____ some _____).

LESSON 115:

What do they need?
They need _____

LESSON 116:

What else do you need?
I need _____

LESSON 117:

Do you need _____?
(I, We, They) don't need _____
Does (he, she) need _____?
(He, She) doesn't need _____

LESSON 118:

Which one do you need?
I need this one.
I need _____

LESSON 119:

Why do you need (_____ it, this one)?
Because I don't have one.
Because I am going to _____

LESSON 120:

Why don't (you, they, we) need _____?
Because I have one.
Why doesn't (he, she) need a _____?
Because (he, she) has one.
Why didn't (he, she, we, you, I) need one?
Because (he, she) had one.

LESSON 121:

(with _____ accompany)
He is playing with _____
She is skipping with _____
Come with me _____
I like to eat _____ with _____

LESSON 122:

Who can run?
Who can run fast?
Run fast.
What can go fast?

LESSON 123:

He is running with _____
They are running fast.
She is running, too.

LESSON 124:

Will you get a _____?
Yes, I will.
Get it.
Who will get a _____?
I will get it.
Can you get a _____?
Yes, I can.
Where will you go now?
What will you do now?

LESSON 125:

Where are you now?
I am at _____ now.
Where will you be soon?
I will be at _____ soon.

LESSON 126:

What are you doing now?
I am _____ now.
What will you do soon?
I will _____ soon.
Soon I will _____
I soon will _____

LESSON 127:

Let's clap.
Let's clap again.

LESSON 128:

First, second, last.
Who is (first, second, last)?
Who was (first, second, last)?
Who will be (first, second, last)?
(He, She, I) (am, is, was, will be) (last, second, first).

LESSON 129:

Put the _____ on the desk.
Put the _____ in the _____.
(He, She) put the _____ (in, on, under) _____
(He, She) put it here.
Where did (he, she, you) put it?

LESSON 130:

This is for him.
Is it for him or for her?
It is for her.
It is not for him.

LESSON 131:

Get the _____ for (him, her).
Did you get the book for (him, her)?
Yes, I did.
No, I did not.

LESSON 132:

Get him a ball.
Get him and me a book.
Did you get him a _____?

LESSON 133:

(He, She) gave (him, her) a *book*.
Who gave (him, her) a _____?
_____ gave (him, her) the _____

LESSON 134:

I am with (him, her).
(He, She) is with (him, her).
(We, They) are with (him, her).

LESSON 135:

What happened?
What happened (first, next, last)?

LESSON 136:

(I, You, They, We) run (fast, slow, far).
(I, You, They, We) (can, may, should, could, might, must) run.

LESSON 137:

(I, You, They, We) look (funny, pretty, ugly, sick, well).

LESSON 138:

(I, We, They, You) make _____

LESSON 139:

_____ find.
_____ find _____

LESSON 140:

_____ help.
_____ help _____

LESSON 141:

_____ want.
_____ want _____

LESSON 142:

_____ work.
_____ work _____

LESSON 143:

_____ jump.
_____ jump _____

LESSON 144:

_____ see.
_____ see _____

LESSON 145:

(He, She, It) can _____
(I, You, We, They) can _____

LESSON 146:

(He, She, It) must _____
(I, You, We, They) must _____

LESSON 147:

_____ should (run, make, look, find, help, want, work).

LESSON 148:

_____ could (*run*).

LESSON 149:

_____ might _____

LESSON 150:

(He, She, It) runs.
(He, She, It) runs _____

LESSON 151:

(He, She, It) finds _____
(He, She, It) helps _____

LESSON 152:

(He, She, It) wants _____
(He, She, It) works _____

LESSON 153:

(He, She, It) jumps _____
(He, She, It) sees _____

LESSON 154:

Can (I, You, They, We, He, She, It) _____?
Yes, _____ could.
No, _____ could not.

LESSON 155:

Could _____?
Yes, _____ could.
No, _____ could not.

LESSON 156:

(Might, Must) (you, I, we, they, he, she, it) _____?
Yes, _____ (must, might).
No, _____ (must not, might not).

LESSON 157:

Should (I, you, we, they, he, she, it) _____?
Yes, _____ should.
No, _____ should not.

LESSON 158:

(I, You, We, They) have _____

LESSON 159:

(He, She, It) (I, We, You, They) (can, could, should, might, must) have _____
(Can, Could, Would, Should, Might, Must) _____ have _____?
Yes, _____
No, _____

LESSON 160:

(He, She, It) has _____

LESSON 161:

The horse neighs.
The cow moos.
The sheep bleats.
The pig grunts.

LESSON 162:

The hen cackles.
The duck quacks.
The rooster crows.

LESSON 163:

The (animal) can _____
Can the sheep bleat?

LESSON 164:

Sheep always eat *grass*.
Horses always eat *hay*.

LESSON 165:

Sheep sometimes eat hay.
Horses sometimes eat oats.

LESSON 166:

Sheep never eat _____
_____ never say _____

LESSON 167:

Where (is, are) there a lot of _____?
There is a lot of *food* (in the refrigerator, at the store, at the restaurant, in the kitchen).

LESSON 168:

How many pupils are in the classroom?
How many books are in the library?
How many books are on the table?
How many animals are on the farm?
How many leaves are on the tree?
How many stars are in the sky?
There are a lot of _____.

LESSON 169:

There are a few _____.

LESSON 170:

How much milk is in the bottle?
water is in the jar?
salt is in the salt shaker?
flour is in the sack?
sugar is in the sugar bowl?
sugar is in the cup?
There is a little.
How much money do you have?
I have a little.
I have a lot.

LESSON 171:

Is there a lot of _____ in the _____?
Are there a lot of books on the shelf?
Yes, there (is, are).
No, there (is are) not.

LESSON 172:

Are there a few _____?
Is there a little _____?

LESSON 173:

Are there many _____?
Is there much _____?

LESSON 174:

Are there any *oranges*?
Is there any *milk*?
Yes, there (are, is).
No, there (are, is) not.

LESSON 175:

(I, We) ride in a plane.
in a taxi.
in a wagon.
in a car.
in a pickup.

LESSON 176:

(He, She, It) rides in a _____.
(I, We, They, You) ride on a (train, bicycle,
horse, bus, wagon).

LESSON 177:

(I, We, They, You) ride on a (train, bicycle,
horse, bus, wagon).

LESSON 178:

(He, She) rides on a _____

LESSON 179:

How old is she?
She is as old as _____.
Is she as old as _____?
Yes, she is.
No, she is not.

LESSON 180:

How big is the pencil?
This pencil is as big as this one.
Is this as big as this?

LESSON 181:

_____ is as small as _____.
Is this as small as _____?
How small is it?
It is as small as this.

LESSON 182:

This is as long as _____.
Is this as long as _____?
(He, She) is as long as _____

LESSON 183:

_____ is as tall as _____.
Is _____ as tall as _____?
Are you as tall as _____?
Is (he, she) as tall as _____?
Yes, _____
No, _____

LESSON 184:

_____ is as wide as _____.
Is _____ as wide as _____?

LESSON 185:

_____ is as pretty as _____.
Is _____ as pretty as _____?
This is prettier than this.

LESSON 186:

The ruler is longer than the _____.
The ribbon is longer than the string.

LESSON 187:

(He, She) is taller than she.
(He, She) is shorter than he.

LESSON 188:

The *book* is wider than the *magazine*.
The *eraser* is narrower than the *book*.

LESSON 189:

Is _____ er than _____?
Yes, _____ is.
No, _____ isn't.

LESSON 190:

Culmination.

APPENDIX C
READING

p. 30 blank

SCOPE AND SEQUENCE CHART

TEACHING PHONETIC AND STRUCTURAL PATTERNS*

Level A

Phonetic Patterns

- Consonant sounds
- Blending consonants
- Rhyming Elements

Structural Patterns

- Known base words and known endings
- Compounds
- Contractions

Level B

Vowel Sounds

- Long vowels
- Short vowels
- Vowel plus r
- Diphthongs
- Long and short oo
- a plus l or w

Vowel rules

- Short vowel clue
- Silent e
- Two vowels together
- Final vowel

Known base words which change structure
when endings are added:

- Doubling consonant add endings
- y to i add endings
- Dropping e add endings

Prefix

Suffix

Level C

Syllabication

- Polysyllabic words
- Number of syllables
- One vowel sound per syllable

Syllabication patterns

- VCCV
- VCV
- C plus le

*Morton Botel, *How to Teach Reading*, Revised Edition, Follet Publishing Company, Chicago.

Name _____ Grade Level _____
Title of Selection (page)

DIRECTED READING ACTIVITY

I. INTRODUCTION (building the reader's background)

A. New words—list reasonable number

B. Preparation for reading

1. Identifying concepts which might be unknown to the students

2. Development of new vocabulary

a. Phonetic analysis

b. Structural analysis

c. Dictionary or glossary (only if it applies to the lesson)

II. SILENT READING

A. Purpose(s) for reading this selection

B. Follow-up questions (list several possible questions—classify type, i.e., (I), (V), etc.)

III. REREADING (usually oral) Only if there is confusion about question asked.

Students usually are asked to read to solve problems which might result from the discussion and/or questions asked. Have students rapidly locate the information under discussion or in question. This should correct any confusion which might have resulted during the silent reading.

IV. FOLLOW UP AND RELATED ACTIVITIES

A. Oral reading activities

B. Developing additional and related comprehension and word analysis skills (activity books, etc.)

C. Teacher/student directed activities (wide reading, projects, unit work, etc.)

APPENDIX D
INSTITUTE CERTIFICATE

γ 36 blank



College of Education
Arizona State University
Tempe, Arizona

Certificate of Attendance

Awarded to

For Attending and Successfully Completing

MIGRANT TEACHER SUPERVISORY INSTITUTE

AWARDED:

State Director

Program Director

APPENDIX E
MAP OF CLASSROOM (SOMERTON)
AND SAMPLE INFORMATION

1975

SUMMER PROGRAM

Room Assignments
and
Duty Stations

Director — Coordinator's Office
Media Center

Art — 34

Home Ec. — 38

Swimming — 37

48

43

Roberts H	Simpson G	
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Dotts D	Hoyt C	B	Sullivan A
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Tritch I	Kvashy J
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Miller Music 18

Hernandez 16	
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Stoner Home Ec. 38	Becker Art 34	S.S. Office
P.E. 37		
Leonard		
28		

Kilgore 22		Cordero 21
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Bellows 23	all
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Kerns 5	Lisman 6		
McGann 4	7		
3	8		
2	9		
1	10		
			Nurse

Sievert 13	Hoefling 12	Harlow 11
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Cafeteria
A

HOME EC. SCHEDULE

ROOM 38

TUESDAY

8:40 - 9:40 — Macrame
9:50 - 10:50 — Macrame
10:50 - 11:15 — Cooking (Milk Shakes)
12:45 - 1:00 — Cooking (Popsicles)

WEDNESDAY

8:40 - 10:00 — (?) Cooking (Ice Cream)
10:30 - 11:15 — Primary Classroom Checking On Stitchery,
12:35 - 1:30 — Weaving, Macrame, and Spool Knitting.

THURSDAY

8:40 - 9:40 — Macrame
9:50 - 10:50 — Macrame
10:50 - 11:15 — Cooking (Popsicles)
12:45 - 1:10 — Cooking (Milk Shakes)

FRIDAY

8:40 - 9:40 — Macrame
9:50 - 10:20 — Cooking (Milk Shakes)
10:30 - 11:30 — Macrame

SCHOOL SCHEDULE

WEDNESDAY

All Day	Tim Becker	Tie Dying	Room 34
10:30	Hoefling	Straw Math	Room 12
12:35	Hoyt	P.E. Pre-Kinder — Hokey Pokey	Room C
11:15	Kilgore	Expense Accounts	Room 22
12:35	McGann	Metrics	Room 4
All Day	Kerns	Learning Centers, Spool Knitting	Room 5
8:30-10:20	Harlow	Domino Shop	Room 11
12:35		Domino Shop	
11:00-11:30	Lisman	Geo Boards	Room 6
8:40	Home Ec.	1st Graders — Ice Cream	Room 38

SOMERTON HOSTS MIGRANT TEACHERS INSTITUTE

Sixty educators will be in Somerton this week for the Sixth Annual Migrant Teacher Institute.

Dr. J. O. (Rocky) Maynes, Director of Migrant Child Education for the Arizona Department of Education, has announced that 25 teachers, 32 teacher aides, and 3 institute staff members will hold training sessions all week at Somerton's O. L. Carlisle School.

Teachers in this program have been attending the institute for two weeks at Arizona State University, under the direction of Dr. Nicholas Silvaroli, Institute Director and Director of Reading Education at ASU. Aide participants meet only for the one week in Somerton.

Purpose of the institute, stated Dr. Maynes, is to provide teachers and aides with improved methods and techniques for meeting the special needs of migrant children. The participants represent 25 school districts, all located in the southern half of the state and enrolling a sizable number of migrant children in kindergarten through high school.

(Yuma Daily Sun, Sunday, June 22, 1975)

MIGRANT INSTITUTE FOR TEACHER AIDES
June 23-27, 1975

MONDAY:

- 9:00 a.m. Orientation, registration, Room 27
- 10:00 a.m. Tour of facilities
- 11:00 a.m. OLE Test, Dr. Silvaroli, Room 27
- 12:30 p.m. Primary Curriculum Emphasis, Mrs. Bobbie Crowder, Room "N"

TUESDAY:

- 9:00 a.m. Classroom visitation and follow-up plans, meet first in Room 27
- 12:30 p.m. Continuation of Primary Curriculum, Room "N"

WEDNESDAY:

- 9:00 a.m. Intermediate Curriculum Emphasis, Mrs. Virginia Hills, Room 27
- 12:30 p.m. Discussion of Aide Conflict Areas, Room 27
- 1:30 p.m. Use of Audiovisual Aids and Equipment, Mr. Gene Belous, Room 23

THURSDAY:

- 9:00 a.m. Use of the Hand Calculator in Migrant Programs, Mr. Dennis Nelson, Room 27
- 12:30 p.m. Techniques for Teaching English as a Second Language, Mrs. Leah Chrzan, Room 27

FRIDAY:

- 9:00 a.m. Wrap-up for Aide Program, Room 27
- 10:00 a.m. Joint Session, Aides and Teachers, Media Center

* * * * *

Welcoming comments will be given by Dr. J. O. "Rocky" Maynes, Director of the Migrant Child Division of the Arizona Department of Education.

Coordinator of the Aide Program is James J. Brunstein, Superintendent, Somerton School District No. 11.

Lunch each day is scheduled from 12:00 to 12:30 p.m. Price is 60 cents.

Dismissal Monday through Thursday is scheduled to be at 3:30 p.m. The Friday session is scheduled to end shortly before noon.

Six Somerton aides will be in the Institute and will serve as official guides and resource personnel.